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ABSTRACT

This study investigates the characteristics of parttime faculty in the speech communication field. A survey questionnaire was mailed to 87 parttime faculty employed during the 1973-74 academic year. Forty-six of these were females and 41 were males. The survey questionnaire consisted of 57 questions covering the broad subject areas of educational attainments and aspirations; courses taught; advising; participation in grants, committees, and professional associations; fringe benefits and salaries; working conditions; dissatisfaction with job and salary status; and child care needs and facilities. Conclusions indicated: (1) Parttime faculty tend not to be faculty wives. (2) A significant number of parttime faculty are continuing graduate work. (3) Parttime women tend to be less satisfied with salaries and more likely to be dependent upon the parttime job, while men tend to be teaching parttime for extra money and are less concerned about salary levels. (4) Men appear to do little better than women in the area of fringe benefits, but on access to office space and telephones they had a significant advantage. Additional conclusions and statistical data are presented. (MJM)

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Part-time Faculty Women (and Men) Have Needs, Too.

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Little has been written about the part-time faculty person. Data regarding their total number and the relationship of that number to the total number of faculty in our nation's colleges and universities is not readily available. One can only speculate whether in the economic crunch which higher education is experiencing if the total number of part-time faculty may be increasing or decreasing. There appears to be trends both ways, to consolidate part-time positions into one or more full time positions and to replace or cover a full-time position with one or more part-time people. Decreased student enrollments and the trend away from required courses may produce less pressure to add additional sections of freshmen level courses. On the other hand, the move toward vocationalism and the inability of some programs such as foreign language to attract Sputnik era enrollments may produce a demand for additional part-time faculty.

One of the weaknesses of this study of part-time faculty in the speech communication field was that the total number of the population to be surveyed was not known. At the time the initial data was gathered departments of speech communication were not surveyed to determine how many part-time people were employed; consequently, one could not determine how representative the sample was of the total number of part-time faculty. Hindsight is better than foresight and rhetoricians have many things to learn from the social scientists. A second mailing to the sample schools with 21 schools responding revealed that a total of 87 part-time faculty were employed during the 1973-74 academic year. Forty-six of these were females and 41 were males. The survey questionnaire which consisted of fifty-seven questions covered the broad subject areas of educational attainments and aspirations; courses taught; advising; participation in grants, committees; and professional associations; fringe benefits and salaries; working conditions; satisfaction with job and salary status; and child care needs and facilities.

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Statistics regarding the sample.

sample	300 questionnaires sent to 45 schools in 10 eastern states 45 schools (colleges 2 & 4 year and universities) were selected.
return	27 females 13 males 13% return or 46% based on the 87 known part-time positions

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sexual, marital, age characteristics

27 females -- 6 single - 18 married - 1 divorcee - 1 separated - 1 widow
10 chief wage earners. Average age - 36 years.

13 males -- 2 single - 7 married - 12 (out of 12 respondents) chief wage earners. Average age - 39 years.

Educational levels

No degree	1	male	0	females
B.A.	0	males	3	females
M.A.	9	males	21	females
Ph.D.	3	males	3	females

No men are working towards an advanced degree; 10 (37%) women are - seven for Ph.D., two for M.A., seventeen are not working towards an advanced degree. Three working for degrees do not wish to work full time. Among the seven working for advanced degrees who wish to work full time, four see the lack of the degree as a barrier to full time employment. 86% of those seeking the Ph.D. were under 35 years of age.

No male faculty spouses were employed at the university and only six part-time faculty women had husbands employed at the university.

Duties - Courses taught cluster around 100 and 200 levels. Only two males and one female taught graduate level courses. One male is required to advise students.

Employment

It appears that men work part-time to moonlight for extra money. Ten out of twelve respondents have full time jobs; two have another job which is not full time, but is more than a half time job. Three men would like to work full time, but cannot find a job in the geographic area in which they are located. Two of them hold half time jobs elsewhere; one a full-time job. Two of these men have Ph.D.'s. All of the men were the chief wage earners.

Fifteen women are not the chief wage earners in the family and eight of these have no other part-time job; seven do have other jobs. Nine are the chief wage earners; four have full-time jobs elsewhere. Five of the part-time women work at two different schools.

Only one woman is barred from work because of family responsibilities and securing child care for her is not a problem. It is likely that the other barrier, nepotism regulations was a greater barrier. Four women face these problems - one woman is a faculty wife, who would like full time work, but can't find it. Two females barred from full-time positions have the Ph.D. One has been fighting her case against nepotism in the courts for four years. The other Ph.D. who is married, but not a faculty wife, finds no positions available in her area.

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In summary, barriers are:

No positions available in area	12
Family responsibilities	1
Nepotism regulations	4
Lack adv. degrees	4
Failure to get full-time job	1

Salaries and Fringes

	men	women
less than $3,000	5	12
$3,000 to 4,999	4	9
$5,000 to 6,999	1	1
$7,000 to 9,999		5

Salaries with Ph.D. degrees

less than $3,000	2	1
$3,000 to 4,999	1	2

Salaries with M.A. degrees

less than $3,000	2	7
$3,000 - 4,999	2	7
$5,000 - 6,999	2*	1
$7,000 - 9,999		4**

* has 13 yrs. experience and is a school administrator
** 2 of these teach at 2 different schools

There is not enough data to draw conclusions regarding salaries. No one has received tenure. Moore College recently in a collective bargaining agreement provided a means whereby part-time faculty could achieve tenure, but their action proves the exception in higher education. Raises are not frequent.

Eight women and four men reported raises; four women and two men received across the board raises. Eight males have been at their current position a year or less. Eight women have a similar situation. Seven women have been at their job for three or more years, but have not received raises. Only one male has received a promotion. The jobs tend to be for courses rather than for an academic year.

If job security and raises look gloomy, the fringe benefits do not encourage the part-time person either. Fringes are almost non-existent for the part-time faculty member and as one female family head expressed it, "I have 2 kids and no insurance!" Part-timers try to avoid accidents and take a lot of Vitamin C.

	Males	Females
Sick leave without pay	3	2
Sick leave with pay	2	4
Maternity/paternity leave	0	1
Health insurance	0	2
Life insurance	0	1
Accident insurance	0	1
Money for conferences	0	4
Cultural program tickets	2	5
Gymnasium	1	9

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Only one person has health insurance paid by the employer.

It is interesting to note that a respondent to a study, conducted regarding the academic interests and qualifications of Yale faculty wives, would rather work part time than full time. Why does she continue to work full time? She said.

> I enjoy my work tremendously; however, if part-time work at the ranks of regular teaching, with full faculty recognition and associated benefits, leaves after an equivalent amount of work, etc. became available, I would find my life a little less hectic. I am quite confident that I can deliver the same quantity. This may affect me adversely when it comes time for reappointment.
>
> If it were possible for me to work part-time without destroying my chances for advancement, I would consider that alternative very seriously indeed. Being the hub of a family and working full-time is just a hair's breadth short of impossible -- and this has nothing to do with the (un) availability of child care. It is more a question of how much one human can be rather than of how things one has time to do.[1]

Fringes and opportunity for advancement may keep full-time faculty away from part-time work; as well as make it unattractive to those already in such situations.

Dissatisfaction in the salary area expressed primarily by women. Five male respondents felt their salary was appropriate for the level of work that they did; six did not agree. Only 19% of the women were satisfied; 81% were not. One respondent wrote:

> I strongly believe that part-time people are underpaid for the job they do. Although I am teaching three classes (9hrs.) for one school I am receiving far less money than 3/5 of a full-time faculty member's pay.

She also added that she did additional work such as going on debate trips to relieve the regular coach and assisted with tournaments at the college for which she received no additional compensation.

Job Titles	male	female
Lecturer	2	8
Instructor	8	15
Assistant		1
Associate	1	
Adjunct. lecturer		1
Adjunct. assist.	1	
Adjunct. assoc.		2
Adjunct. Professor	1	
Teaching Associate		1
Assist. Director of Debate		1

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Employment Conditions

In the literature working conditions rather than salary have been stressed as problems for part-time faculty. As one Dean of an Evening and Summer School expressed it ".....teaching may bring the fulfillment or recognition that they need." Only one respondent to my survey felt salary was not important. This same Dean did note that part-time faculty need office space, mail boxes, telephones, and a listing in the faculty directory.

[2] In this survey it appears that such things as lighting, equipment, ventilation seem to be satisfactory for both sexes. Three males (33%) felt the temperatures were unsatisfactory, females (26%) found their offices uncomfortable. The greatest complaint was the lack of office space and a secure place for her desk. Two males (17%) lack offices and 19 women (70%) lack office space. All men but one have mail boxes but only 2 (20%) have their own phone. 23 women (92%) have mail boxes but 18 (69%) lack telephones. Only two were not listed in the faculty phone directory; 11 women are not.

In general both sexes had access to clerical aid. Two males and three females had no aid. Eight women felt their access was too limited. Is there an assumption that a woman can type it herself?

Communication channels

One of the frequent complaints of women faculty is that they are left out of informal communication networks. This questionnaire did not measure those networks, but did check the formal networks. 88% of the women receive departmental mailings and 79% receive college/university mailings. 90% of the men receive departmental mailings and 78% receive college/university mailings. It appears that the formal communication networks serve both sexes equally well. In terms of participation in faculty meetings, 78% of the male respondents and 65% of the female respondents were included in departmental faculty meetings. Participation in university/college faculty meetings drop for women, for only 31% had access, where as males continued to have a strong access at 71%. Whether this is unique to this small sample of men or that University faculty meetings, being more male dominated, tend to exclude women is not shown by this survey. There did not seem to be a correlation between female participation in departmental affairs and whether the department chairperson was female. It is still a male dominated administration. Thirty-four of the department/division heads were male; seven were female. Participation may be a moot point for as one respondent pointed out, part-time faculty cannot vote in faculty meetings.

Three of the men have received research grants. Only one woman had received a grant.

The following table shows faculty participation in departmental and professional activities.

Activity (numbers of participants)	males	females
UNIVERSITY RELATED EXTRA CURRICULAR ACTIVITIES (e.g. coaching, debate, drama, sponsoring clubs)	2	6
UNIVERSITY COMMITTEES	1	2
DEPARTMENTAL COMMITTEES	2	6

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Activity (numbers of participants)	males	females
PROFESSIONAL CONTRIBUTIONS TO COMMUNITY RELATED ACTIVITIES IN SPEECHES OR CONSULTING FOR ORGANIZATIONS.	6	20
PROFESSIONAL ASSOCIATIONS	5	12

Women tend to be more active in these activities than men. They also were more likely to hold an office on a committee. It is interesting that a third of the offices held by women is that of secretary.

A problem noted by Neil Williams, but only partially touched upon by this questionnaire, is that of integrating the part-time person into the total educational program. The part-time person often is not present or even hired when courses are planned. Text book adoptions, course outlines, and such are decided in the part-time person's absence. A phone call is made to hire the instructor just before the class actually meets which allows little preparation time. One respondent wrote that she usually teaches one or two courses each term. "However, in my case, but not exclusively me -- these courses change each semester.... I have never been informed of which course I will teach more than one week before the beginning of the semester."

Conclusions

From this study we can see that the part-time faculty tend not to be faculty wives, do not sneak in to teach their one course without participating in the operations of their development, university and professional associations. A significant number are continuing graduate work.

Part-time women tended to be less satisfied with salaries and more likely to be dependent upon the part-time job. Men tended to be teaching part-time for extra money and were less concerned about salary levels. Men appear to do little better than women in the area of fringes, but on access to office space and telephones they had a significant advantage.

There seems to be some evidence that part-time faculty themselves are not conscious of their situation. In this survey men seemed the least effected by the economics of being part-time faculty because they hold part or full-time jobs elsewhere. Women, on the other hand, are more effected by the part-time salary and are more vocal about their dissatisfaction. with the salary levels and lack of advancement. As one respondent wrote that she is classified as "Lecturer I" and she is now waiting word on a possible promotion which she expects to be to "Lecturer II". "Big Deal!" This same individual also noted that some full-time faculty with no more education and experience than she had higher ranks and salary.

Further lack of consciousness is evidenced by the small return on the questionnaire. One respondent wrote:

> I am a part-time faculty member in Interpersonal Communication at ..... The administration has hired a large number of part-timers because they work for little money and have no fringe benefits. I thought it would be interesting and beneficial to have the twenty-five part-timers in our department react to your questionnaire. Only four persons took the time to fill out the forms (this may say something about why part-time faculty are subjected to such deplorable salaries and conditions.).

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Part-time faculty, to put it colloquially, "have needs all over the place". Salaries are low, fringes and tenure do not exist, promotions are few, office space is limited and they remain on call at the last minute. Certain problems could be overcome by planning. Others, like money matters, may be more difficult to resolve. A few colleges have moved towards health insurance and sick leave, perhaps this with some applied pressure might become a trend.

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1 "The Faculty Wife: Her Interests and Qualifications", Myrna Weisman, et al, AAUP Bulletin, 58, No. 2 (Autumn, 1972), p. 291.

2 "The Neglected Teachers: The Part-time Faculty," Neil Williams, Adult Leadership, 21 (Sept., 1973), pp. 83-84.

3 Williams, pp. 83-84.